

**THE INFLUENCE OF PICTURE PROMPTS TOWARD STUDENTS'  
NARRATIVE WRITING ABILITY AT THE EIGHT GRADE  
OF SMP NEGERI 3 BUNGA MAYANG LAMPUNG UTARA  
IN THE ACADEMIC YEAR OF  
2019/2020**



A Thesis  
Submitted as a Partial Fulfillment of the Requirements for S1 Degree

**By:**  
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**NPM 1511040025**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020**

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LAMPUNG  
2020**

## ABSTRACT

This research was conducted based on the phenomena taking place in school. There were many students considered that writing were difficult. The objective of this study was to determine whether or not there was significant influence of teaching using picture prompts toward students narrative writing ability at the eighth grade of SMP N 3 Bunga Mayang Lampung Utara in academic year of 2019/2020. As one of the skill, English students still found difficulties in writing.

Quasi-experimental design was used in this research. The population of this research was eighth grade students. There were two variables in this research, the independent variable was instruction using picture prompts (X) and the dependent variable was the students' writing narrative texts ability (Y). In determining the research sample, cluster random sampling technique was used to obtain two classes consisting 32 students for control class and 27 students for experimental class. The collecting data, pre-test and post-test instruments were applied. After giving a post-test, the research data was analyzed.

After analyzing the data using an independent sample T-test, it was found out the result of Sig.(2-tailed) of the equal variance assumed was 0,000. The result then was concluded to the significance level of improved writing ability using picture prompts. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(P<sub>value</sub>) was lower than  $\alpha = 0.05$  so  $H_0$  was rejected. Therefore, there was a significant influence of picture prompts applied to the students writing in narrative text.

**Keywords:** *Narrative text, Picture Prompts, Writing, Writing Ability.*





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TOWARD STUDENTS' NARRATIVE WRITING  
ABILITY AT THE EIGHT GRADES OF SMP  
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ADMISSION

A research proposal entitled: **"THE INFLUENCE OF PICTURE PROMPT TOWARDS STUDENTS' NARRATIVE WRITING ABILITY AT THE EIGHT GRADE OF SMP NEGERI 3 BUNGA MAYANG LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2019/2020**, by: **DB. AJENG RAHAYU ARBYAH, NPM: 1511040025**, Study Program: **English Education**, was tested and defended in the final examination session held on: **Tuesday, June 30<sup>th</sup> 2020**.

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## **DECLARATION**

Hereby, i stated that this entitled “The Influence Of Picture Prompts Toward Students’ Narrative Writing Ability At The Eight Grade Of Smp Negeri 3 Bunga Mayang Lampung Utara In The Academic Year Of 2019/2020” is completely my own work. I am fully aware that I have quote some statements and theories sources and they are properly acknowledged in the text.

Bandar Lampung, April 2020

Declared by,

**DB. Ajeng Rahayu Arbyah**  
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## MOTTO

وَأَنَّ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ ۚ وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ ۚ ﴿٣٩﴾  
﴿٤٠﴾

”And that man is not for man except that (good) for which he strives, and that

his effort is going to be seen-“

(QS. An Najm : 39-40)<sup>1</sup>

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<sup>1</sup>Abdullah Yusuf ‘Ali, The Holy Qur’an Arabic Text With English Translation, New Johar Offset Printers, India, 2006, p. 1005

## **DEDICATION**

I would like to dedicate this for all my beloved people:

1. My beloved parents, Mr. Darwin and Ms. Eka Kusumayanti who always pray for my success and give me motivation and support to study hard until now.
2. My beloved brother, Rikky Alfiansyah, who always gives me spirit and suggestion for my success.
3. My beloved friends who always give contribution to accomplish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

DB. Ajeng Rahayu Arbyah was born in Bandar Lampung on January 31th, 1997. Deby is the first child of two children, Mr. Darwin and Ms. Eka Kusumayanti. She has one brother whose name is Rikky Alfiansyah.

She began her study at SD N 01 Bunga Mayang Lampung Utara in 2004 and finised in 2009. Then, she continued her study of SMP N 02 Bunga Mayang Lampung Utara in 2019. After graduating from Junior High School in 2012, she attended again at SMK N 01 Kotabumi Lampung Utara and Compleled in 2015. In the same year, she registered her study in States Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Traning Faculty of UIN Raden Intan Lampung.

## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim.*

Alhamdulillahirabbil‘alamin, Praise to Allah the most Merciful, the almighty God, for blessing the researcher with His mercy and guidance to finish this thesis. Peace and salutation may always be sent to our Prophet Muhammad, peace be upon him.

This thesis entitled “The Influence Of Picture Prompts Toward Students’ Narrative Writing Ability At The Eight Grades Of SMP Negeri 3 Bunga Mayang Lampung Utara In The Year Academic Of 2019/2020” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung. While finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides.

Therefore, the researcher would sincerely thank to:

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11. Community Service (KKN) in Pulau Jaya, South Lampung and Students of Field Teacher Training (PPL) in MIN 11 Bandar Lampung.
12. All stakeholders I could not mention.

Finally, it has to be admitted that nobody is perfect and is fully aware that there are still a lot of weaknesses in this thesis. Therefore, sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, expects that the thesis is useful for particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, April 24<sup>th</sup>, 2020

The Researcher,

**DB. Ajeng Rahayu Arbyah**  
**NPM. 1511040025**



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## **CHAPTER I INTRODUCTION**

### **A. Background of The Problem**

Writing is a means of communication when the students can not express with speech. Therefore, writing is one of activities for the students to express their ideas and feelings in form of written language.<sup>1</sup> There are several aspects that must be considered by students to make a good writing, namely: fulfillment and content, organization, vocabulary, language features, mechanics.<sup>2</sup> To make a writing product that has the purpose of communicating, writers must pay attention to all aspects in writing well so that the meaning or message contained in the writing can be well conveyed. Making a writing without regard to aspects of writing will affect the quality of the writing.

Thus, students must know and master all the aspects in writing. From the statement above concluded that writing is the way to communicate with other people when they can not express their ideas with speech. The objective of teaching writing of the eighth grade is to make the student are able to create short functional text and simple monolog texts that are descriptive, recount, and narrative. In this case, Narrative text is taught to eighth grade students.

Narrative text is form of writing that tells about story of action or event. Kane said narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always

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<sup>1</sup>Jack c. Richards and Willy a. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.303.

<sup>2</sup>Christopher Tribble, *Language Teaching Writing*, (Oxford University, 1996), P.130

involves an arrangement in time (and usually other arrangements as well). Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting<sup>3</sup>. While Hutchison states that narrative is a fictional and non-fictional serial story that is usually told in chronological terms of events.<sup>4</sup> The essence of Narrative concepts is essays in the story in cyberspace. In addition, narrative text is an interesting text that is aimed to entertain and provide information to readers in a fun way.

The problem of narrative text writing is that some eighth-grade students at SMP N 3 BungaMayang<sup>5</sup> think that learn to write narrative text in English is a boring subject, they do not do well in the learning process because to them, it is very confusing. They find it difficult to write due to the lack of vocabulary they have and lack of knowledge in arranging good and correct English words.

Based on preliminary research, which was conducted on February 13<sup>th</sup>, 2019, by interviewing the teacher and students at SMP N 3 BungaMayang, The researchers found the problems that the students were to write the texts. The teacher, Siska said that she had used textbook in teaching writing but most of the students at the eight-grade still have lack in learning writing such as the students felt difficult to learn and also the lose motivation and the

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<sup>3</sup>Kane, Thomas S, *The Oxford; Essential Guide to Writing*. (New York: Berkley Books, 2000).P.366

<sup>4</sup>Emily Hutchinson, *Narrative Writing*, (United States of American: Saddleback Educational Publishing, 2005), P.10

<sup>5</sup>The Interview of The Students at SMP N 3 Bunga Mayang. *An Interview*, on Wednesday, February 13<sup>th</sup>, 2019, Unpublished



students are not interested learning English in the class.<sup>6</sup> In learning to write, especially narrative text writing, there are still a number of literacy students in understanding and distinguishing components from writing. The several components of writing they are: Fulfillment and Content, Organization, Vocabulary, Language, Mechanics. So, in making a narrative text writing students still make a lot of mistakes in writing narrative text. If in learning the writing material of students it is difficult to understand the material students will come bored in learning the material so that it can influence students' motivation in learning.

The table below shows the students' writing scores is very low. Most of the students are unable to pass the criteria of Minimum Mastery at SMP N 3 Bunga Mayang is 70. Student writing scores can be seen in the following table:

**Table 1**  
**The Students' Writing Score at the Eight Grades of SMP Negeri 3**  
**BungaMayang Lampung Utara in the Year Academic of 2019/2020**

NO	Class	Score		Total
		≥ 70	< 70	
1	VIII A	11	21	32
2	VIII B	9	23	32
3	VIII C	11	19	30
4	VIII D	10	22	32
5	VIII E	8	19	27
<b>Total</b>		<b>82</b>	<b>71</b>	<b>153</b>
<b>Percentage</b>		<b>53.59%</b>	<b>46.4%</b>	<b>100%</b>

*Source: The Score Data from English Teacher of SMP Negeri BungaMayang.<sup>7</sup>*

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<sup>6</sup>Nopa Asiska Sari, an English Teacher at SMP N 3 Bunga Mayang, *An Interview*, on Wednesday, February 13<sup>th</sup>, 2019, Unpublished

<sup>7</sup>Nopa Asiska Sari, Document of the English Writing Score of The Eighth Grade, SMP Negeri 3 BungaMayang Lampung Utara on Wednesday, February 13<sup>th</sup>, 2019, an Interview.

The table shows all the eighth-grade students' writing score of SMPN 3 Bunga Mayang. There are 66 students or 44.29% achieving grades above the KKM, but more than that, 83 students or 55.7% scores are under the minimum criteria (KKM in eighth-grade) SMP N 3 Bunga Mayang. Based on the score data of eighth-grade students SMP N 3 Bunga Mayang, the researcher concludes that most students still have difficulty in writing narrative text, the media that being used are board and books that cannot improve students' writing skills significantly, especially in writing narrative text. Due to lack of media that makes students' less interest in participating in learning activities in writing English.

Teachers use textbook media because if the teacher uses a method sometimes students are actually less enthusiastic, because using the method usually students work individually, in contrast to the use of the student textbook media can cooperate with each other to resolve or troubleshoot a teacher-provided problem or topic. The researcher found that it was not easy to improve students' writing skills because there are several factors that caused problems for students to write, the first most serious problem that students often have is lacking of vocabulary, the students have not focused on learning grammar. Most of students often have mistakes about grammar when writing and the last students lack material sources to improve their writing ability.

Media is very important in teaching learning activities because it will affect student learning achievement. The researchers found that most students in the eighth grade of SMP N 3 Bunga Mayang felt bored during English

lessons, sometimes they also did not focus on the lesson. That's because the media used by teachers in class are too monotonous textbook media. Teaching and learning strategies use in the class also only explain the material at the meeting at any time. There are no different ways to improve students' English writing skills, especially in text narratives. So, from that media is needed in learning activities so that teachers can interact with students in the class.

Media picture is one of the many media that can be used in the process of learning English. Harmer said that writing ability is not an ability that is possessed from birth, but an ability that must be learned and practiced.<sup>8</sup> On the other hand, writing using media is very important to build a more effective learning atmosphere. Using picture prompts in learning activities can improve intelligence and class will be more fun and help students in thinking skills to develop their creativity in writing narrative text.

Furthermore, there are some researchers about picture media that have been conducted by researchers. There have been several previous studies that deal with the Picture Prompts media. The first previous researchers were at SMPN 1 Bansari by Istiqomah Khoirul Ilmi title "The Use of Pictures Prompts to Improve Students' Writing in Descriptive Texts".<sup>9</sup> She focused on investigating the use of picture prompts that were asked to improve student writing in descriptive texts and increasing the use of vocabulary from adjectives in descriptive texts. The difference between previous research and

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<sup>8</sup>Harmer jeremy, *The Practice of English Language Teaching*(4<sup>th</sup> Eds). (England: Pearson Education Limited, 2007), p. 325

<sup>9</sup>Istiqomah Khoirul Ilmi, *The Use of Picture Prompts to Improve Students' Writing In Descriptive Texts* in SMPN 1 Bansari S1 Thesis, Temanggung: UNNES, Unpublished, 2015 ( <http://lib.unnes.ac.id/20347/1/2201410049-S.pdf> )

current research is that it also discusses vocabulary enhancement but only focuses on adjectives in descriptive text. Similarity is the author discusses the improvement of writing students using media picture.

Another similar research was the research entitled “Improving Students’ skill in Writing Procedure Text through Picture Sequence at the Eight Grade of MTs NegeriTangerang 2 Pamulang”.<sup>10</sup> Suaeni was conducted research to find out whether picture sequences improved the students’ ability in writing a procedure text. The researcher used a class which consisted of 32 students. This study was conducted through action research including planning, acting, observing, and reflecting. The study was carried out in two cycles. The result showed that there was an improvement of the students’ skill in writing a procedure text through picture sequences.

The results of those researches, it can be inferred that those researches prove that picture sequence is good to be implemented in teaching writing, especially in helping the students improve their writing achievement. The difference between those researches and this research is that this research does not only focus on implementing the picture media but also focusing on improving the students’ writing ability in narrative text after being taught by use picture. The equation of this study is for student writing learning activities use picture.

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<sup>10</sup>Suaeni. 2015. *Improving students’ skill in writing procedure text through picture sequences: a classroom action research at the ninth grade of MTs Negeri Tangerang 2 Pamulang*. UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, Unpublished, 2015



Based on the problems stated on the background, conducted a research entitled "The Influence of Picture Prompts Students' Toward Narrative Writing Ability at The Eight Grades of SMP Negeri 3 Bunga Mayang Lampung Utara in The Academic Year Of 2019/2020" as a research source.

### **B. The Identification of the Problem**

Given the above statement identified the problem as follows:

1. Students' motivation in learning writing is still low.
2. The students' writing ability is still low.
3. The students' are not interested to learn English in the class.

### **C. The Limitation of the Problem**

From the identification above, this research focused on the Influence of Picture Prompts Toward Students' Narrative Writing Ability at the Eight Grades of SMP N 3 Bunga Mayang Lampung Utara in The Year Academic Of 2019/2020 the focus of writing is in the Narrative Text. Because the story of legend is included in one type of story that is in the narrative text and also the material is included in the syllabus of learning.

### **D. The formulation of the problem**

Considering the problem above, formulated the problem as follows: Is there any significant influence on students' narrative writing ability after being taught using picture prompts at the eight-grade of SMP N 3 Bunga Mayang Lampung Utara in 2019/2020?

### **E. The Objective and the Use of the Research**

Based on the formulation of the problem above, the purpose of this study was to find out whether there a significant influence on students' narrative writing abilities after being taught using picture prompts at the eight-grade of SMP N 3 Bunga Mayang Lampung Utara in 2019/2020.

### **F. Significances Of Research**

The significances of the research are:

#### **1. Practically**

The result of this research may be used as consideration in taking decision of improving students' learning achievement and increase teacher performance, especially for English teachers in SMP N 3 Bunga Mayang 2019/2020.

#### **2. Theoretically**

The results of this study are expected to support the previous theory of picture prompts implementation that can contribute to the writing class, especially in SMP N 3 BungaMayang 2019/2020.

### **G. Scope Of Research**

#### **1. Subject of Research**

The subject of this research was the students of the eight-grade of SMP N 3 Bunga Mayang Lampung Utara.

## 2. Object of Research

The object of the research was the students' writing ability of Narrative Text.

## 3. Place of Research

The research was conducted at eight-grade of SMP N 3 Bunga Mayang Lampung Utara which located Desa Tulang Bawang Baru, Kec. Bunga Mayang, Kab. Lampung Utara.

## 4. Time of Research

The research was conducted in the academic year of 2019/2020.





## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Frame of Theories**

##### **1. Writing**

###### **a) Concept of Writing**

Writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.<sup>1</sup> Writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language. Writing is also created by particular set of symbol, and letter for representing the wordings of particular language.<sup>2</sup> Writing is one of the language skills which is used to communicate indirectly, without having face to face with other people.<sup>3</sup> In other words writing can defined as a skill that must be taught in teaching and learning process. The real goal of language learning is communication. Teaching writing give special attention to the development on writing ability. Both teachers and students should realize that the powerful role of writing ability is important for their success in language learning.

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<sup>1</sup>Douglas Brown. *Language Assessment: Principle and Classroom Practices*. San Francisco: San Francisco state University.2004.p 218.

<sup>2</sup>Pindho Anjayani, Drs. Suprpto, M. Hum. *Error Analysis on the Use of Prepositions in Students' Writing*. Universitas Semarang, Vol 5 2016 p2.

<sup>3</sup>Faisal, Krisna Suwandita. *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*. Muhammadiyah University of Purwokerto. Vol 7. No 4. 2013 p 240.

Writing is a more recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of re- planning in between.<sup>4</sup> Writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.<sup>5</sup> In addition, writing is important for students to express their knowledge in the form of essay, paper, and job application.

Writing is taught as one of four language skills in English and it is one activity that the students do most in their study.<sup>6</sup> Teaching writing no longer means simply having students do grammar exercises in writing or getting writing which is free from grammar, punctuation and spelling mistakes, instead, we are after writing about what students are interested in and what they really want to communicate to the reader, and how they reach their final writing products.<sup>7</sup> In other words, writing can also be defined as a piece of a written text about a topic in a context. Writing involves the thinking process in order to establish perception about the information that is wanted to deliver. In the relation of someone's

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<sup>4</sup>Talal Abd Alhameed Alodwan and Salem Saleh Khalaf Ibnian. *The Effect of Using the Process Approach to Writing on Developing University Students' Essay Writing Skills in EFL*. American Research Institute for Policy Development. Vol 2. No 2. 2014. p148.

<sup>5</sup>*Ibid* p 240.

<sup>6</sup>Andi Asrifan. *The Use of Pictures Story in Improving Students' Ability to Write Narrative Composition*. Science publishing group. Vol 3. No 4. 2015. P 244.

<sup>7</sup>*Ibid* p 153.

perception, the thinking process in writing ability has to be learned and developed.

From the explanations above, it can be stated that writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

#### **b) The Purpose of Writing**

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it. There are three purposes of writing: to entertain, to inform and to persuade:

##### **1) To entertain**

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

##### **2) To inform**

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and

articles, scientific or business reports, instructions or procedures, and essays for school and university.

### 3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it. In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.<sup>8</sup> Based on explanation above can be conclude that purposes writing can use for the reader. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work.

### c) The Process of Writing

Writing process is the stages a writer goes through in order to produce something in its final written form. This process may be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written, but in all of these cases it is suggested that the process has four main elements:

#### 1) Planning

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<sup>8</sup>Kate Grenville. *Writing from Start to Finish: A Six Step Guides*. Australia: Allen and Unwin. 2001, p.2

Planning before starting to write, the writers plan what they are going to write. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also language used, and information chosen to include. Secondly, the writers have to consider the audience they are writing for since this will influence the shape of the writing and the choice of language whether it is formal or informal. Thirdly, the writers have to consider the content structures of the writing to sequence the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

Draft is a first 'go' text done on the assumption that it will be amended later. A number of drafts may be produced on the way to a final version as the writing process proceeds into editing.

## 3) Editing

Editing (reflecting and revising) Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

#### 4) Final version

Version once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. However, the process of writing is not linear but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. The process wheel below clearly shows the many directions that writer can take. Only when the final version really is the final version has the process reached its culmination.<sup>9</sup>



**Figure 2: The process wheels of writing suggested by Harmer (2004)**

Based on the picture above, it can be concluded that there are four main processes in writing; planning is accessing the information about what will we write by paying attention to the purpose, audience, and the

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<sup>9</sup>Jeremy Harmer, *How to Teach Writing*, (Edinburgh: Pearson, 2004), p.4.

content of structure. Drafting is making a point of what will be written. Editing is re-evaluating our language errors and the last process is editing. In this stage, the writer will check the use of grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material in order the reader is easy to understand what the writer intends. Last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

## 2. Writing Ability

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. According Caroline Linse, she said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>10</sup> In other words, writing can also be defined writing is a language skill that aims to reveal ideas, ideas, and feelings in writing. By writing students will experience the process of thinking to reveal the idea and ideas broadly or divergent thinking. Because the writing process is strongly related to the development factor of free thinking

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<sup>10</sup>Caroline Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p.98



Writing is one of the skill that should be mastered a learners, because writing is another a tool that can used to communicate. Talking about writing ability there are so many explanations of experts. According to Sandra and Ronald, writing is planned but some is more planned than other! So it's not just the fact that machines have a great ability to remove all traces of undesired elements; it's also the fact casual notes are produced in real time, that is at the time of creation without much review.<sup>11</sup>

Yagelski explain, writing abilit is innate or exclusivel the result of individual effort. This leads man students, to believe that they dont have the ability to write or writing is something that they have figure out exclusively on their own. Neither belief is true, in fact many social factor shape an act of writing. In this sense, writing abilit is as much a fuction of how writer respond to specific rethorical situation, hich are inherentl social, as it is a result of individual skill.<sup>12</sup> Based on explanation above conclude writing abilit is the capacity to act the quality or the result of individual effort to express their ideas, thoughts, and feelings to other people in the ritten orm to make the readers understand the ideas conv in the texts.

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<sup>11</sup>Sandra Combleet and Ronald Carter. *The Language of Speech and Writing*.(francis:Routledge.2002).p.12

<sup>12</sup>Robert P.agelski. *The Essential of Writing Ten Core Concepts* (USA:Cengago learning.2015).p.48

In conclusion, English teachers have to guide the students when composing their writing. Interesting activities can motivate the students and make them enjoy in learning, in this case by pictures prompts.

### 3. Concept of Narrative Text

Text refers to any written record of a communicative event. The event itself may involve oral language (for example, a sermon, a casual conversation, a shopping transaction) or written language (for example, a poem, a newspaper, advertisement, a wall poster, a shopping list, a novel). Text consists of more than one sentence and the sentences combine to form a meaningful whole that is convey a complete message.

Texts are often regarded as a series of appropriate grammatical structures, and so instruction may employ “slot and filler” frameworks in which sentences with different meanings can be generated by varying the words in the slots.<sup>13</sup> If the concept ‘text’ is defined as an utterance consisting of several sentences, but with one communicative purpose, and delimited in time by shift of.

Narrative is kinds of text which is learned mostly in high school. According to Oshima, narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens.<sup>14</sup> Moreover, the meaning of writing is a

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<sup>13</sup>Ken Hyland. *Second Language Writing*. (New York: Cambridge Language Education, 2003) P.4.

<sup>14</sup>Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, ( New York: Pearson Education, 2007), p. 35.

psychological activity of the language user to put information in the written text. Writing is a piece of a written text about a topic in a writer in a context.<sup>15</sup> It means that writing is mental activity of encoding information (ideas, mood, or perception) to produce in written form so that people can read, perform, or use it for communication.

According to Anderson, M and Anderson, K explain that narrative text used to tells a story and, in doing so, entertains or informs the readers or listeners.<sup>16</sup> It mean that narrative text that contains stories of the past story that entertain the listener.

According to Siahaan, “writing is the writer’s productive language skill to communicate or to transfer the information s/he has in her/his mind to her/his reader(s) effectively”.<sup>17</sup> Moreover, Byrne states that “writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds”.<sup>18</sup> In other word, writing activity involves the thinking process and making decision to express information in written text in order to a reader or group of reader understands.

Furthermore, Narrative texts are those which are organized according to time order or chronological order, while descriptive texts

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<sup>15</sup>Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, p. 214

<sup>16</sup>Dillyan Anugrah and Joko Saputro. *Digital Storytelling To Improve Students' Mastery In Writing Narrative*. Semarang State University. Vol 2 (1).P.3

<sup>17</sup>SiahaanSanggam, *The English Paragraph*, Graha Ilmu, Pematang Siantar, 2007, p. 2

<sup>18</sup>ByrneDonn, *Teaching wrting skill*, Longmen:New York, 1988. p. 1

follow spatial order and exposition follows logical order.<sup>19</sup> In other word, narrative is type of writing that writer used to recount an event or act to the readers, which is arranged in a chronological order.

Based on explanation above, it can inferred that narrative writing is a cognitive activity requires to consider purpose, technique and strategies, even prior knowledge to transfer information about story of acts or events to convey to the reader in written text in order to the reader is experienced directly or vicariously.

Moreover, there are many kinds of narrative text, such as fairy tales, mystery, science fiction, romance, horror, etc. The generic structure includes:

- a) Orientation, sets scene and introduces the characters.
- b) Complication, the problem or crisis comes out.
- c) Evaluation, a stepping back to evaluate the plight.
- d) Resolution, the problem is resolved for better or worse.
- e) Re-Orientation which means closing the narrative (final event).<sup>20</sup>

Based on explanation above, it can be inferred that narrative writing is at least constructed by the schematic structure of orientation, complication, evaluation , resolution and re-orientation. The narrative text can be concluded as a story or book which is in the form of story or

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<sup>19</sup>Maria Arina Luardini. *An Analysis of Linguistic Competence in Writing Texts*, Palangka Raya University, Indonesia, 2004, Vol.3(2).P.82

<sup>20</sup>Sulaiman. *Improving Students' Achievement In Writing Narrative Text Through Modelling Technique In The Second Semester Of The Eight-Year Students*. Vol. 1 No. 1, 2017.P.47

series of events of a story. It is a text telling a story, deal with problematic which lead to a crisis or turning point of some kind which in turn find a resolution. The communicative purpose of narrative text is to entertain readers about the story and to teach and inform writer's reflection on experience.

Example of text :

### **Malin Kundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and

angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.<sup>21</sup>

Many people believe that a story can teach a society certain moral value. Most stories are built in narrative. Because it is a narrative story, it must consist of complication. That complication, in fact, will be the moral value which like to be taught.

Orientation; the first paragraph is set to be the story introduction. Reading the orientation reader will know that the story is characterized with Malin Kundang and his mother. West Sumatra is set as the place. Complication; this is the main element of narrative story. From the myth of Malin Kundang, we know that there are more than one complication. Many stories are composed with multi complications. They are minor complication and major complication. When Malin Kundang and his mother did life hard, it can be the minor complication. This hard life in the first time was solved by his successful trading as new merchant. However this narrative story is more interesting when we see the major complication among the participants- Malin Kundang denied his mother after being successful merchant. In every story, complication must be

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<sup>21</sup><http://liputanlive.blogspot.com/2017/03/cerita-malin-kundang-dalam-bahasa.html?m=1>

ended; happy ending or sad one. Resolution; this is the end of the story, the sad ending one. Malin Kundang faces his curse of turning into a stone.

## **B. Media**

### **1. Definition of Media**

Every classroom all over the world is equipped with some learning resources to support the teaching and learning in the class. Teachers need some media to help them to teach the students effectively. Meanwhile, the students need the media to understand the concept that they learn easily.

The media comes from the Latin is the plural of medium meaning an intermediary or preface. Media is one important component of teaching and learning activities. Media helps to make the language used in the class more real and alive, keeps the students' attention, and make the class more interesting. According to Heinich; Media the plural of medium is a channel of communication. Derived from Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. The purpose of media is to facilitate communication.<sup>22</sup> The use of media in teaching will be able to overcome the problem of students with different learning styles.<sup>23</sup> Based on explanation above, it can be inferred that media is everything that can be used to channel messages from the sender to the

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<sup>22</sup>Robert Heinich, *Instructional Media And Technologies For Learning*, (New Jersey, Merrill Prentice Hall, 2002), P.9

<sup>23</sup>Sakat Ahamad Asmadi et al. *Educational Technology Media Method in Teaching and Learning Progress*, (Malaysia: Science Publications, 2012), Vol 9,(6),p.876



recipient. So that it can stimulate students' thoughts, feelings, concerns and interests in such a way that the learning process takes place.

## 2. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be use by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Meng Wai Teaching media can be grouped as follows:

- a) Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- b) Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.<sup>24</sup>

According to Lestari teaching media is Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.<sup>25</sup>

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<sup>24</sup>Chan Meng wai et al. *Media in Foreign Language Teaching and Learning*. Hubert & Co. GmbH & Co. KG, Göttingen:Germany,2011.p,3

<sup>25</sup>Setyowati Lestari. *Instructional Media In The Teaching Of English For Adult Learners*.Pasuruan, 2006, Vol,1(1).p,59

Furthermore, based on Omodara teaching media Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.<sup>26</sup>

Media is very important in teaching learning activities because it will affect student learning achievement. Researchers will use visual media, especially picture. Resercher too use media Picture to build a more effective learning atmosphere. Through picture, we can enlarge parts important or a small part so that it can be chosen. Based on explanation above, these media help in disseminating information for the mass. People acquire different knowledge very quickly, using media picture can attract attraction to students, facilitate understanding or understand students, provide explanations that are abstract so students more easily discuss what is agreed upon, clarify the parts to important one.

### **C. Concept of Picture Prompt**

#### **1. Picture Prompt**

A picture prompt is a piece of short fiction, anywhere from one hundred to ten thousand words in length, that is inspired by a picture. This picture may be a photograph, drawing or painting. The writer spends either an allotted period of time (such as ten minutes) or as much time as necessary looking at the picture and imagining what the story behind the picture is. Once the story is imagined, the writer composes the story.

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<sup>26</sup>O.D Omodara & I.E Adu . *Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes*. Nigeria. Vol,4,(2).2014.p,50

Picture prompt stories are an effective creative writing tool for writers of any age or skill level. Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook.<sup>27</sup> Picture is one of visual media to deliver some textual information. It can be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Based on that statement, picture has a good side in helping teacher in language learning. It really helps to give the model and motivation to the students. Through pictures, students can use their imagination to some purposes, especially to know the object. Through pictures, learners can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.

The picture prompt facilitated transfer of stimulus control because it enhanced the participants' discrimination of the relevant features of the comparison stimuli. This is a plausible suggestion, given that a learner can respond correctly to a pointing or position prompt without actually attending to the comparison stimulus itself.<sup>28</sup> There are some types of

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<sup>27</sup>Jeremy Harmer, *The Practice of English Language Teaching (rev. Ed)*, (London: Longman, 2001), p.134

<sup>28</sup>Charlotte L. Carp Et Al. *A Further Evaluation Of Picture Prompts During Auditory-Visual Conditional Discrimination Training*. (University Of North Texas And Child Study Center, Fort Worth :2012).Vol,45(4), P. 738.

pictures and their use. One of them is picture with some information. It can be defined as a picture prompt to describe a particular object. In picture prompts there are some information related to the picture. Hyland stated that the writer needs material that will stimulate a written response that is the prompts. There are 3 formats of prompt based on Kroll and Rein as stated in Hyland:

- 1) A Based Prompt. This prompt states the entire task in direct and simple term. It can be a question direct to the topic. This prompt guides the writer to write on the right track. This prompts guide the writer to write based on the topic.
- 2) A Frame prompts. This prompt presents a situation as a frame for the interpretation of a task. This prompt helps to set the situation and the writer tries to continue or write based on their interpretation.
- 3) A Text Based prompt. This prompts presents a text to which the students responds to or uses in his or her writing. This prompts provide a text for students to respond. It is also a text that can be used on their writing. The prompts are necessary for the beginner to help them and stimulate their thinking. With this prompts they can use to initiate their writing. There will be a text that can be used or guide them to write.<sup>29</sup>

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<sup>29</sup>Hyland, Ken. *Second Language Writing*. New York: Cambridge UniversityPress, 2004,p.166.

The prompt really helps students who have less ability in writing. In this research, the researcher chooses prompt pictures in which it consists of some guided questions. The prompts help students to stimulate their thinking and idea. The picture prompts will help students to understand the material especially narrative text. It is expected that the students will be motivated in the teaching and learning process by using interesting pictures with prompt.

## **2. Procedure of Teaching Writing Using Picture Prompt**

There are some procedure to teach picture prompt in writing ability:

- 1) Explain the students to see 15 minutes picture is usually plenty of time to gaze at the picture; however, if time allows, some authors prefer to spend more time with the picture prompt. While studying the picture, allow your imagination to take over. will depending on your students' level of comfort with writing and interest in the topic.
- 2) Choose for a topic. All stories must have the 3 C's and 1 P in order to be a story. Those are: Characters, Conflict (problem), Conclusion (solution to problem) and Place You may choose to approach the prompts.
- 3) Remind students to give their characters names and to use dialogue between them.

- 4) Keep on writing, start editing, or set it aside and get to work on something else.
- 5) Evaluate students' work. If you don't have time to read and evaluate each student's work every day, collect work from only five or six students at a time. Rotate the collection so that each student gets regular feedback. Invite students to help brainstorm the criteria on which the writing pieces will be evaluated (originality? organization? spelling and punctuation?).<sup>30</sup>

As a conclusion when practicing Picture Prompt writing in class, make sure the students stick to the time limit Encourage them to proofread what they've written. As they write, keep them abreast of the time Encourage editing by creating a peer picture prompt checklist that asks students to identify the 3 C's and 1 P in someone else's work. Students can switch papers and discuss ways of making their stories better.

### **3. Advantages and Disadvantages of Picture Prompts**

#### **a. Advantages of Picture Prompt**

In teaching writing, There are some advantages of picture prompt. The pictures prompts are based on visual images that can stimulate the imagination. These images require interpretation and imagination. At the same time, all of the students will develop a richer sense of visual literacy. The clue and provided vocabulary

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<sup>30</sup>Karen Kellaher. *101 Picture Prompt To Spark Super Writing*. USA :Scholastic, Inc.1999.P.6

can help students to understand more and start to write their narrative text.

b. Disadvantages of Picture Prompt

Those are picture prompt that are too complex are not effective for learning activities and the size is very limited for large groups. To overcome the disadvantages above, the use of picture prompt in this research had to show the main point of the story clearly done, by choosing a particular picture that will support the lesson at the same time, all of students will develop a richer sense of visual literacy, the ability to make sense of the countless images we are surrounded with every day.<sup>31</sup> based of the statements above, picture prompt give more benefits than the students just write based on common picture. It is clear that the picture is a tool in increasing students' motivation, especially in writing narrative text because these pictures require interpretation and imagination, they encourage writing at its best—a transaction in which the student makes his or her own connections and constructs own meaning. You will find that even the most reluctant writer can feel successful with these prompts.

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<sup>31</sup>*Ibid.*P.5

#### 4. Teaching Narrative Writing Text by Using Picture Prompt

In the teaching and learning process of writing, there are various teaching aids that can be applied by the teacher. One of them is picture prompt. They provide the students with a sequence of pictures that can help them to generate, develop, and organize their ideas. There are some similar researchs that had been conducted before. The result of the research is described as follows. To help students to gain idea and start to write need more than picture. In picture prompt, there is kinds of pictures that are understandable for students and also interesting for students in learning English especially in learning descriptive text.

Therefore, the students will be excited in the teaching and learning process accompanied by interesting pictures. Teacher needs to carefully choose the suitable pictures that suit the topic of the lesson. Pictures should be beautiful and interesting to look at. Seeing is the sense that learners use to learn. Learners like to see beautiful thing and the image will keep in their mind for a period of time or even permanently. Besides, pictures should be used systematically. For instance, teacher prepares a series of pictures in a lesson. Teacher shows the picture one after another as per need of the content and classroom activities.<sup>32</sup> It mean that picture prompt have a good impact towards the students' writing ability. They can help the students to generate and organize the students' ideas. They also can improve the students' motivation.

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<sup>32</sup>Mazlini Othman & Nor Azmi Mostafa. ESL Learners' Perspectives on the Use of Picture Series in Teaching Guided Writing. HRMARS exploring intellectual capital. Malaysia. 2017, Vol. 6, No. 4. p.78.



However, in order to reach appropriate result, other supporting actions need to be implemented.

In conclusion, English teachers have to guide the students when composing their writing. Interesting activities can motivate the students and make them enjoy in learning, in this case by picture prompts.

## 5. Textbook

Textbooks are undoubtedly the most popular teaching materials used in foreign language classes.<sup>33</sup> Textbooks are important tools for the promotion of specific types of curricula. They are organised in a purposeful way, and consequently their content and structure are very important for the promotion of a specific vision of a curriculum.<sup>34</sup> Textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow. Generally, textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner.

Textbooks are one type of text, a book for use in an educational curriculum. Thus, activities presented in the textbook are designed based on what learners need to learn, in other words, activities design is in line with the approach being applied. Textbooks play a prominent role in the

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<sup>33</sup>Biljana B. Radić-Bojanić, Jagoda P. Topalov, *Textbooks In The Efl Classroom: Defining, Assessing And Analyzing*. University Of Novi Sad Faculty Of Philosophy Department Of English Studies. V (3).2016.P138.

<sup>34</sup>Lisa Okeeffe, *A Framework for Textbook Analysis*. SPC, University of Bahrain.V(2).2013.P.1

teaching /learning process as they are the primary agents of conveying knowledge to learners.<sup>35</sup> Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way.

In other words textbook can defined as a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. There are several criteria of the good textbook: it has a good point of view, the concept is clear enough, it is relevant with curriculum, the contents are interesting for students, it stimulates the students, illustrative, and communicative. In analyzing a textbook, we have to compare it with the syllabus. After doing the analysis, we can know whether the textbook is appropriate or not.

#### **a. The Procedure of Textbook**

There are Procedures of Textbook: First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. As the teacher, you need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not.

Second is to evaluate the nature of instructional task in textbooks, instructional materials and adapting the textbooks by

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<sup>35</sup>Dharma Prasetya Yokie & Aristo Joni Verawanto Thomas, *An Analysis Of English Textbook Relevance To The 2013 English Curriculum*. STKIP Persada Khatulistiwa Sintang. V 1 (1) .2018.p.24

identifying the current format that can be used to teach or to practice different teaching item.<sup>36</sup>

**b. Advantages and Disadvantages of Textbook.**

**1) There are some Advantages of Textbook :**

- a. The structure and the syllabus of the program are provided by the textbook.
- b. They maintain standard instruction.
- c. They increase the quality of instruction because they are prepared and tested in advanced based on learning principles.
- d. They bring a variety of CDs, teachers' guide, cassettes and other learning resources to the learning situation.
- e. By using textbooks, teachers have more time for teaching rather than material preparation.
- f. They can help inexperienced teachers and provide language input for the learners.<sup>37</sup>

**2) There are some Disadvantage of Textbook :**

- a. Textbooks contain in authentic language.
- b. The contents of the textbooks are distorted in order to avoid controversial issues.
- c. Texts books are not prepared based on the students' needs.

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<sup>36</sup>SitiNurhayati Diniah, *Teachers' Perceptions Towards The Use Of English Textbook In Efl Classrooms*. Indonesia University of Education: Cirebon. Vol 1(2).2013.p 74.

<sup>37</sup>Amerian Majid & Kaivar Alimorad, *Textbook Selection, Evaluation And Adaptation Procedures*.Iran. Arak University. Vol 6 (1).2014.P.530.

- d. The use of textbooks limits teachers and de-skills them.
- e. The price of the textbooks may be high for many learners.<sup>38</sup>

### **c. Teaching Narrative Writing using Textbook**

In the teaching and learning process of writing, there are various teaching aids that can be applied by the teacher. One of them is Textbook which is a crucial instrument for the teachers to teach their students. A textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges.<sup>39</sup> The role of the textbook in teaching itself is so important since a good textbook should provide appropriate materials to support the teaching process especially in teaching narrative text.

Narrative text itself can be regarded as a potential material in teaching and learning process to motivate students' interest. Teacher has always used pictures or graphics, whether drawn, taken from the textbook to facilitate the learning process. Therefore, an appropriate textbook is needed to support it. Besides, considering the standard of competence on writing narrative text according to curriculum, textbook can be both method and medium of instruction.

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<sup>38</sup>Ibit P. 530

<sup>39</sup>Biljana B. Radić-Bojanić and Jagoda P. Topalov, "Textbooks In The EflClassroom:Defining, Assessing And Analyzing", *University of Novi Sad Faculty of Philosophy Department of English Studies*, on September 29, 2016, p.138

#### **D. Theoretical Framework**

There were two variables in this research. They were independent variable (X) and dependent variable (Y). The independent variable (X) was Picture Prompt and dependent variable (Y) was students' ability in writing narrative text.

Picture prompt gives an opportunity for students to Automatic write on the picture. tell students to write down everything and anything that comes to mind when they look at the picture. Consequently, they might see the logical structure their writing and they might find out several mistakes and error they did grammatically. This technique offered the students to arrange their notions and ideas orderly and logically.

Based on the description above, the researcher assumed that if picture prompt is applied appropriately, the students' grammatical cohesion in narrative writing would be sufficient. Conversely, if picture prompt isn't applied appropriately, the students' grammatical cohesion in narrative writing would be insufficient.

#### **E. Hypothesis**

##### **1. Hypothesis Formulation**

Based on the theoretical framework and paradigm above, the writer formulated the hypothesis as follow:

- a. Hypothesis Alternative (Ha): There is a positive and significant influence of Picture Prompt in narrative writing ability of the

eighth grade students of SMP N 3 Bunga Mayang in the academic year of 2019.

- b. Null Hypothesis (Ho): There is no positive and significant influence of Picture Prompt in narrative writing ability of the eighth grade students of SMP N 3 Bunga Mayang in the academic year of 2019.

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